



Baltic Consortium on Promoting Gender Equality in Marine Research Organisations

National Legislations on Gender Equality with a focus on the implementation of Gender Equality Plans in Higher Education

**Synthesis Report for Finland, Sweden, Estonia,
Lithuania and Germany**



Content

1 Introduction	2
2 Gender equality and anti-discrimination laws – national legislation	2
3 Provisions and policies regulating science, innovation and higher education.....	4
3.1 Finland.....	4
3.2 Sweden	5
3.3 Estonia.....	6
3.4 Lithuania.....	6
3.5 Germany	7
4 Gender bias in research and in the field of Marine Sciences.....	8
5 Gender Equality Plan implementation in Marine Sciences	10
6 References	12
Appendix	14

1 Introduction

Legislative and policy frameworks on gender equality and anti-discrimination, as well as provisions and policies regulating science, innovation and higher education differ to a large extent between EU Member States (cf. EIGE 2016e, p. 10). More specifically, existing legal and policy frameworks embody different degrees of support to mainstreaming gender in research organisations. According to a report from the European Institute for Gender Equality (EIGE), the diversity of gender equality and anti-discrimination regulations can be partly explained by the interplay of domestic and EU-driven variables. One of the most relevant domestic variables is seen in the state governance system (unitary vs. federal or decentralised), as well as certain ‘policy styles’ which determine how gender equality policies are being planned and implemented, and by whom (ibid, p. 10).

Since the existing differences have a direct impact on the implementation of Gender Equality Plans (GEPs) and in order to learn about similarities and differences between partners of the Baltic Gender project¹, five legal experts (one from each partner country) were invited to give talks on national legal frameworks for gender equality (Annual meeting, May 2017). The experts also provided a written review report including recommendations for the implementation of GEPs in Marine Science and Technology.

From this expertise, the University of Applied Sciences in Kiel prepared this summary report, which will give a systematic overview of the different conditions of the legal and policy frameworks in the partner countries and – if available – highlight specific provisions which foster the objective of mainstreaming gender equality in public research and higher education institutions and specifically in Marine Science.

2 Gender equality and anti-discrimination laws – national legislation

The European Union aims to promote equality between women and men in all its activities and policy frameworks. Despite the progress made, the level of achievement of gender equality has been limited. Since 2013 progress in gender equality in the EU is measured by the Gender Equality Index, a composite indicator developed by the European Institute for Gender Equality.²

The results of the Gender Equality Index show marginal progress from 2005 to 2015. With an average score of 66.2 out of 100 in 2015, a 4.2-point increase since 2005, the EU-28 is progressing at a snail's pace towards gender equality. There is great variability in the performance of Member States ... (EIGE 2017a, p. 5).

While Sweden (82.6) and Finland (73.0) score high and are leading countries in gender equality, Germany is below average (65.6), and Lithuania (56.8) as well as Estonia (56.7) are to be found at the lower end of the ranking.³

¹ www.baltic-gender.eu

² The Gender Equality Index measures gender gaps between women and men, considering gaps that are to the detriment of either women or men as being equally problematic. The six core domains (work, money, knowledge, time, power and health) and two additional satellite domains (violence and intersecting inequalities) of the Gender Equality Index, assign scores for Member States between 1 for total inequality and 100 for full equality (EIGE 2017b, p. 3).

³ Scores available at: <http://eige.europa.eu/gender-equality-index>; [23/03/2018].

However, progress has been achieved over the last decade, mainly through

- equal treatment legislation;
- gender mainstreaming;
- specific measures for the advancement of women.

Gender equality is enshrined in the Articles 2 and 3 of the *Treaty on European Union (TEU)* and the Articles 8, 10, 19 and 157 of the *Treaty on Functioning of the European Union (TFEU)*. “Both Treaties (the TEU and the TFEU) are important for the further development of EU gender equality law, because they serve as a basis for the adoption of future legislation and other EU gender equality measures” (Burri/Prechal 2014, p. 4-5). To guide the way forward for ensuring equality between women and men, the European Union (2016) currently follows its *Strategic Engagement to Gender Equality 2016-2019*. The Strategic Engagement sets out objectives for its five priority areas⁴ and specifies a range of concrete activities.

As already mentioned, the existing legal and policy frameworks to support gender equality differ from country to country, one important factor being the governance system. Whereas Estonia, Lithuania, Sweden and Finland are unitary states, Germany is a federal state. In Finland, Estonia and Lithuania the most pivotal law is the Constitution, in Sweden and Germany it is the Basic Law. In other words, either the Constitution or the Basic Law is the supreme source of national law where the actual implementation of equal rights for women and men is codified.

Based on EU directives each country has passed laws and implemented action plans to prevent or to stop discrimination on the grounds of gender, race or ethnic origin, religion or belief, disability, age or sexual orientation. The following table shows a comparative overview of the country-specific gender equality and anti-discrimination laws, which determine to an important extent the state-of-play as regards gender equality in research and higher education:

	Gender equality	Anti-discrimination
Finland	Act on Equality between Women and Men	Non-Discrimination Act
Sweden	Equal Opportunities Act	Discrimination Act
Estonia	Gender Equality Act	Equal Treatment Act
Lithuania	Law on Equal Opportunities for Women and Men	Law on Equal Treatment
Germany	General Law on Equal Treatment	Federal Act on Gender Equality for State Institutions

⁴ 1. increasing female labour market participation and equal economic independence; 2. reducing the gender pay, earnings and pension gaps and thus fighting poverty among women; 3. promoting equality between women and men in decision-making; 4. combating gender-based violence and protecting and supporting victims; 5. promoting gender equality and women's rights across the world (European Union 2016, p. 9).

Differences among Member States in tackling the issues of women in science and the gender dimension of research are not merely grounded in diverging models or in differences in institutional settings for the governance of public research; they account for the (non-) existence of gender equality mechanisms at a central policy level or the presence (or absence) of gender-related objectives in research planning or funding (EIGE 2016d, p. 10)

3 Provisions and policies regulating science, innovation and higher education

The following sections provide a summary of the reviews of the legal experts from the five partner countries (see last page).

3.1 Finland

Gender Equality Index: 73.0

The *Act on Equality between Women and Men* of the Constitution requires that educational institutions have two types of GEPs: one, which is drawn up for improving gender equality from students' perspective, and one, which is drawn up for improving gender equality from staff members' perspective. According to the act (§5), the education providers shall ensure that women and men, and girls and boys, have equal opportunities for education, training and professional development, and that teaching, research and instructional material support attainment of the overall objectives of the act.

For staff members the law regulates that each employer shall promote gender equality within working life purposefully and systematically (§6) and, if an employer regularly employs at least 30 people (§6a), draws up a GEP in cooperation with employee representatives. According to the act, the GEP must include: 1) an assessment of the gender equality situation in the workplace, including details of the employment of women and men in different jobs and a pay survey on the whole personnel presenting the classifications of jobs performed by women and men, the pay for those jobs and the differences in pay, 2) necessary measures to improve equality and equal pay, and 3) a review of how earlier GEPs have been implemented.

According the *Non-Discrimination Act* (§ 6), it is a duty of the education provider to promote equality. The education provider, and the educational institution maintained by it, shall evaluate the realisation of equality in their activities and ensure that the educational institution has a diversity plan for the necessary measures for promotion of equality.

Furthermore, the *University Act* and the *Act on Universities of Applied Sciences* are also relevant for gender equality, since the acts include regulations on the recruitment of students and on the recruitment of professors. In addition, the *Employment Contract Act* applies also to educational institutions.

Finally, several government action plans and reports provide excellent support for gender equality planning in higher education and research, as for instance

- the *Interim Report 2016* (Ministry of Social Affairs and Health 2017): according to the report all universities and universities of applied sciences have GEPs and relevant

measures include gender equality projects, gender-sensitive marketing campaigns for recruiting students, and positive discrimination in hiring new staff member.

- the *Gender Mainstreaming Action Plan of MEC 2013-2017*: the action plan of the Ministry of Education and Culture monitors how higher educational institutions promote gender equality and provides guidance to educational institutions on gender equality.

3.2 Sweden

Gender Equality Index: 82.6

The Swedish *Discrimination Act* pertains specifically to *working life* and *the educational system*. The rules in the *Discrimination Act* are divided into requirements for preventive active measures, and prohibitions against discrimination and reprisals. Preventive measures are primarily conceived as actions to be undertaken “voluntarily” to promote equal treatment regardless of sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age. However, it is also possible under the Act to order employers, and to a certain extent education authorities, to fulfil their obligations subject to a financial penalty. The threat of financial penalties is used to apply administrative pressure: if you do not carry out a certain measure, an appeal may be made to the courts to order payment of a penalty. When the *Discrimination Act* entered into force in 2009, the discrimination indemnity represented an entirely new type of indemnification that was intended to compensate the victim of discrimination for the discrimination as such.

In 1992 Sweden introduced the obligation for employers with more than ten employees to create annual GEPs. Since January 2017, employers are no longer required to produce these GEPs, and instead must work with “written documentation” to support their preventive and promotive work, which is supposed to *counteract discrimination* and *to bring about equal rights and opportunities* regardless of *sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age*. Gender issues are now subsumed into more general internal organisational work at each workplace.

The *written documentation* should describe ongoing efforts in each of the following areas: 1) investigation into the risk of discrimination or reprisals, and into other potential obstacles to the equal rights and opportunities of individuals within the organisation; 2) analysis of the causes of any risks or obstacles discovered; and 3) adoption of such preventive and promotive measures as may reasonably be required; 4) follow-up and evaluation.

The *Discrimination Act* also applies to education providers. Education providers have the same legal obligation as employers to implement preventive and promotive active measures, including investigating the risk of discrimination or reprisals, analysing the causes of any risks and obstacles discovered, and taking such preventive and promotive measures as may reasonably be required. Their work with active measures is to be ongoing and to be followed up and evaluated on an ongoing basis. The obligation to work with active measures extends to multiple areas: the recruitment and admissions processes, educational design and the organisation of educational programs, examinations and the evaluation of student performance and learning environments, and the opportunity for students to combine studies and parenthood. Education providers further have an obligation to put in place organisational guidelines and procedures aimed at preventing harassment, including sexual harassment.

Educational providers are required to collaborate on their active measures with both students and employees of the organisation. Their active work is to be documented in writing.

3.3 Estonia

Gender Equality Index: 56.7

The higher education research institutions are governed by the *Universities Act*, the *Organisation of Research and Development Act* and, in case of institutions of professional higher education, by the *Institutions of Professional Higher Education Act*. All three acts lay down the obligation to fill the positions of the members of the teaching and research staff by public competition with equal conditions for all participants.

According to the *Universities Act* and the *Institutions of Professional Higher Education Act*, all

persons eligible to study in the university and in the institution of professional higher education have an equal right to compete to be admitted to a university. In addition, the acts include special provisions allowing persons with a moderate, severe or profound disability, parents or guardians of a child under three years of age or a disabled child and persons undergoing compulsory military service or alternative service to complete the curriculum during the period of academic leave.

The acts set forth a list of regulations that the universities, research and development institutions and institutions of professional higher education are authorised to enact within their limits of competence. Such regulations include, among others, the qualification requirements for the teaching staff and the conditions and procedure for the assessment of compliance therewith; the conditions and procedure for the admission and exclusion of students and the conditions and procedure for the evaluation of teaching staff, research staff and, in case of the universities, doctoral candidates. All of these regulations are enacted by the councils of the said institutions. In the case of the universities, the council also has a right to establish the rules of competitions for the employment of ordinary teaching and research staff and the conditions and procedure for the competition of a director of the institution of a university. The internal procedure rules of the universities and institutions of professional higher education (e. g. salary rules) are established by the rector according to the universities and the institutions of the *Professional Higher Education Act*. According to the *Organisation of Research and Development Act*, the research councils establish the conditions of and procedures for the organisation of research staff competitions in research and development institutions.

3.4 Lithuania

Gender Equality Index: 56.8

The *Law on Science and Study* regulates the scientific activities in Lithuanian universities and research institutes. The *Law on Science and Study* does not include any regulation directly concerned with the assurance of gender equality in research organisations, but refers to the *Law on Principles of Equal Opportunities and Academic Ethics* (Article 3) regarding the scientific activities.

The *National Programme on Gender Equality 2015-2020* and its action plan encourage the implementation of structural change promoting gender equality in research organisations. One

important objective in this context is to achieve a balanced participation of women and men in decision-making. Further challenges mentioned in the programme are:

- the promotion of women's motivation and ability to participate in decision-making processes;
- the creation of a favourable environment for women's careers;
- increasing the efficiency of gender equality institutional mechanisms.

The *action plan of the Ministry of Education and Science* puts emphasis on:

- giving recommendations for higher education and research institutions to support gender equality issues through effective monitoring of policies and practice;
- running gender equality projects in science and technology;
- improving the gender balance across different fields of study;
- avoiding gender stereotypes in teaching materials and textbooks.

3.5 Germany

Gender Equality Index: 65.5

Since Germany is a federal state, there are a number of state *and* federal state laws, policies and measures that apply to state funded Universities (of Applied Sciences), Colleges of Art or Music and non-university Institutes (especially Max-Planck Society, Fraunhofer Gesellschaft, Helmholtz Association, Leibniz Association). The implementation of gender equality in higher education and public research in Germany is characterised by a specific and detailed legal framework on the one hand and a competition-based gender equality governance on the other hand.

On a state level, the *Framework Act for Higher Education* applies only to universities and does not include any explicit provisions on GEPs. However, gender equality laws for the public service apply to universities (of applied sciences) and Colleges of Art or Music. Non-university institutes (such as GEOMAR or IOW) can be subject of the federal state laws as well.

The particular of the German higher education system is the federal approach in education, authorising the 16 federal states ("Bundesländer") to pass their own higher education and gender equality legislation. Hence federal state university laws regulate the higher education system. Gender equality and the advancement of women are prominently integrated in all 16 federal laws, whereby the scope of the provisions relating to gender equality differ to a great extent

The gender equality laws for the public sector address all aspects of gender equality, such as the promotion of women and gender mainstreaming. Although the gender equality laws differ considerably in design and extent, some elements are integrated in all 16 federal states. This basic set of policies includes the establishment of GEPs to promote the underrepresented gender (except for Mecklenburg-Western Pomerania), as well as measures to promote equality in employment, reconciliation of family and work and guidelines for the appointment of an equal rights representative.

The relation between the gender equality laws and the higher education laws differ in each federal state ("Bundesland") and the scope of application is usually addressed in the gender equality law.

4 Gender bias in research and in the field of Marine Sciences

More and more, European women are excelling in higher education, and yet, women represent only a third of researchers and around a fifth of grade A top-level academics (DG Research and Innovation 2016). In fact, the under-representation of women researchers across the EU is still apparent. The increase of women graduates did so far not lead to an increase of women amongst researchers, which contributes to the leaky pipeline phenomenon (Jensen 2005). The European Commission's *She Figures* document the persistence of women's under-representation in research, particularly in the so-called hard sciences and in leadership positions on a regular basis. The pronounced under-representation not only means unequal participation but also a considerable loss of talents. To encounter this bias, three objectives underpin currently the European Commission's strategy on gender equality in research and innovation policy:

1. fostering equality in scientific careers;
2. ensuring gender balance in decision-making processes and bodies;
3. integrating the gender dimension in research and innovation content (cf. EIGE 2016, p. 9).

Marine science is a broad and multidisciplinary field of study concerned with physical, chemical, biological, and geological processes taking place in seas and oceans but also engages in coastal management, fisheries, ecology, climate change and similar topics.

*Regarding marine science and ocean research – that is oceanography, including biology, physics, chemistry, ecology, geochemistry, geology, geophysics, computer and electronic engineering, marine instrumentation and other disciplines in investigations of the marine environment – women appears [sic!] to be particularly rare to pursue such career paths.*⁵

Like in most disciplines in the natural sciences, marine science and technology is traditionally a male-dominated field, with a significant lack of women in leadership positions. Even today it gets on the news when women lead expeditions.^{6, 7, 8}

⁵ UNESCO, Gender and Science. Available at: <http://www.unesco.org/new/en/natural-sciences/priority-areas/gender-and-science/cross-cutting-issues/gender-mainstreaming-in-marine-science/>; [22/3/2018].

⁶ In August 2016 the University of Rhode Island (URI) proudly published “Three women scientists from URI to lead expeditions this year to Antarctica”, who won highly competitive grants from the National Science Foundation. However, URI interpreted this event as a success of the university's initiative to recruit more women to science faculty positions and create a welcoming environment for them; Available at: <https://today.uri.edu/news/three-women-scientists-from-uri-to-lead-expeditions-this-year-to-antarctica/>; [23/03/2018].

⁷ “The first women and female scientists in Antarctica”. Available at: <https://oceanwide-expeditions.com/blog/the-first-woman-and-female-scientists-in-antarctica>; [23/03/2018].

⁸ On 1 December 2016 BBC News circulated the news “Largest all-women expedition heads to Antarctica” – 76 women with backgrounds in science departed to Antarctica and spent 20 days at sea. “The voyage is part of the Homeward Bound initiative, an Australian programme aimed at increasing the representation of women in top science jobs across the globe.” Available at: <http://www.bbc.com/news/world-australia-38139925>; [23/03/2018].

EIGE (2016b, p. 3) has summarised the following set of persistent gender inequalities in the field of research, which all apply to marine research:

- gender segregation in research and science;
- gender-related career challenges;
- gender imbalance in senior positions in academia;
- gender bias in access to research funding;
- gender-blind and gender-biased research;
- gender-blind and gender-biased organisational culture and institutional process.

A very specific and yet essential part of marine science is scientific cruises. Life on board is very different to “normal” social environments. Safety is of utmost significance as are the specific social conditions on board. The Columbia University for example is aware of the possibility of sexual harassment on board and addresses this problem on its homepage very directly:

Social conditions at sea are very different from those on land. Privacy is greatly reduced and as a result certain interactions are frequent and may be for prolonged periods. Under these conditions personal and professional boundaries may become unclear. In general, everyone must be sensitive to the altered social conditions in which they are living and working. The University policy applies to both on and off duty behavior aboard the R/V [name]. Any person who believes they are being sexually harassed should seek resolution through discussions with the individual directly concerned. If this does not immediately resolve the matter, or if there is reluctance to deal directly with the person involved, the problem should then be brought to the attention of the Chief Scientist and the Captain at the earliest stage possible. The Captain or Chief Scientist⁹ will investigate and take appropriate steps to resolve and remedy the situation.^{7, 10, 11}

In terms of research content, a recently published article in the journal *Marine Policy*, “Gender analysis for better coastal management – Increasing our understanding of social-ecological seascapes” (Torre-Castro et al. 2017), gives proof of the value of the gender perspective in research by showing how the seascape and associated resources are gendered and why gender analysis is needed to enhance coastal management and marine spatial planning (here in a development context). The study is a very good example on how to investigate gender in a particular context and provides ideas that can be applied elsewhere. A GEP helps to establish a gender equality policy in an institution or organisation, and thus to reduce gender-bias.

⁹ Usually it is a male cruise leader.

¹⁰ Given that the Captain or Chief Scientist is not the perpetrator himself.

¹¹ Columbia University: For Cruise Participants. Available at: <http://www.ldeo.columbia.edu/research/office-of-marine-operations/cruise-participants>; [22/03/2018].

5 Gender Equality Plan implementation in Marine Sciences

GEPs are an important instrument to encounter the gender disparities in research and to promote structural change in universities and research institutions. Yet, GEPs for higher education institutions or research institutions exist only in a minority of EU Member states (ibid.).

A GEP is defined as a set of actions aiming at

- conducting impact assessment / audits of procedures and practices to identify gender bias
- implementing innovative strategies to correct any bias
- setting targets and monitoring progress via indicators (cf. EIGE 2016a).

The scope of a GEP, however, can strongly vary, depending on the organisation, the institutional context in which it is implemented, the addressed disciplines or the legal framework (cf. EIGE 2016f). The way gender biases and inequalities themselves are being addressed can also vary, along with the chosen approach and the availability of gender expertise. Apart from comprehensive legal and policy frameworks as a favourable background for setting up and implementing GEPs, well-equipped supporting structures are needed in order

- to implement complex sets of measures,
- to analyse data,
- and to conduct training and awareness raising.

In this context commitment from top management is considered as a pivotal factor for transformative actions in favour of gender equality (cf. EIGE 2016d) Vice versa lack of support from top management is identified as a main risk factor as well as lack of funding and ill-equipped structures with little or no autonomy which hamper the implementation of measures and actions (ibid, p. 32). And, furthermore, within research and higher education institutions, “risk factors are also constituted by resistances at the intermediate level ...” (ibid), i.e., middle management. Finally, a core challenge is seen in the gendered character of scientific culture, in particular in terms of gender bias and gender blindness in research (ibid, p. 33).

EIGE has developed an online tool about **Gender Equality in Academia and Research**, the so called GEAR tool.¹² The website offers extensive information on GEP implementation, including a step-by-step guide, a video tutorial or examples of actions. It addresses all staff, from the bottom to the top, working in research and higher education institutions. “Within the research sector, mainstreaming gender means taking into consideration three different objectives: gender balance in research teams, gender balance in decision making and gender dimension in research content” (EIGE 2016b, p. 12). The website also provides “The GEAR Step-by-Step Guide for establishing a Gender Equality Plan”¹³ as well as a short version

¹² Available at: <http://eige.europa.eu/gender-mainstreaming/toolkits/gear> [28/03/2018].

¹³ Available at: <http://eige.europa.eu/gender-mainstreaming/toolkits/gear/step-step-guide>, [28/03/2018].

“Roadmap to Gender Equality Plans in research and higher education institutions”¹⁴ presenting six main steps to develop a GEP. This instrument is also applicable and recommendable for the implementation of GEPs in the Baltic Gender partner institutions.

Legislation impacts on the position of women in science and research. It can prevent discrimination (e.g. equal pay, recruitment) as well as promote positive actions (e.g. quotas, networks) (cf. Caprile et al. 2012, p. 169). These policies also differ in terms of scope (from individual support to more structural approaches), institutionalisation, resources and instruments (cf. Yellow Window 2015). Another point of divergence is whether or not these policies support the implementation of GEPs (cf. EIGE 2016d, p. 13) or not. Despite many EU initiatives and policy directives, it is in fact the national frameworks and social policies which determine conditions for women in science and research in each country. The implementation of GEPs in higher education and research organisations, finally, require comprehensive measures, including capacity building instruments (e.g. gender-awareness trainings, mentoring programs) in order to achieve organisational and cultural transformation (see Appendix).

¹⁴ Available at: http://eige.europa.eu/sites/default/files/gear_roadmap_01_shortguide_0.pdf; [28/03/2018].

6 References

Burri, Susanne/Prechal, Sacha 2014. EU Gender Equality Law Update 2013. European Commission. Available at: http://www.ysu.am/files/DS0113847ENN_002.pdf; [05/04/2018].

Caprile, M. et al. (eds.) 2012. Meta-analysis of gender and science research. Synthesis report. EU Commission/ Directorate-General for Research and Innovation Capacities Specific Programme. Available at: https://ec.europa.eu/research/swafs/pdf/pub_gender_equality/meta-analysis-of-gender-and-science-research-synthesis-report.pdf; [20/03/2018].

DG Research and Innovation 2016. She Figures 2015. Luxemburg, Publication Office of the European Union. Available at: https://ec.europa.eu/research/swafs/pdf/pub_gender_equality/she_figures_2015-final.pdf [05.04.2018].

EIGE/European Institute for Gender Equality 2017a. Gender Equality Index 2017: Measuring gender equality in the European Union 2005-2015 – Main Findings., Available at: <http://eige.europa.eu/rdc/eige-publications/gender-equality-index-2017-measuring-gender-equality-european-union-2005-2015-main-findings>; [05/01/2018].

EIGE/European Institute for Gender Equality 2017b. Gender Equality Index 2017: Measuring gender equality in the European Union 2005-2015 – Report., Available at: <http://eige.europa.eu/rdc/eige-publications/gender-equality-index-2017-measuring-gender-equality-european-union-2005-2015-report>; [05/01/2018].

EIGE/European Institute for Gender Equality 2016a. Roadmap to gender equality plans in research and higher education institutions. Available at: http://eige.europa.eu/sites/default/files/gear_roadmap_01_shortguide_0.pdf; [19/12/2017].

EIGE/European Institute for Gender Equality 2016b. Gender in Research. Available at: <http://eige.europa.eu/rdc/eige-publications/gender-research>; [27/03/2018].

EIGE/European Institute for Gender Equality 2016c.: Gender equality in academia and research. Gear tool. Available at: <http://eige.europa.eu/gender-mainstreaming/toolkits/gear>; [07/12/2017].

EIGE/European Institute for Gender Equality 2016d. Integrating gender equality into academia and research organisations. Analytical paper. Available at: <http://eige.europa.eu/rdc/eige-publications/integrating-gender-equality-academia-and-research-organisations-analytical-paper>; [29/11/2017].

EIGE/European Institute for Gender Equality 2016e. Positive impact of gender mainstreaming in academia and research institutions. Opinion paper, Available at: <http://eige.europa.eu/rdc/eige-publications/positive-impact-gender-mainstreaming-academia-and-research-institutions-opinion-paper>; [29.11.2017].

European Union 2016. Strategic Engagement for Gender Equality 2016-2019. Luxemburg, Publication Office of the European Union. Available at: https://ec.europa.eu/anti-trafficking/sites/antitrafficking/files/strategic_engagement_for_gender_equality_en.pdf; [29/11/2017].

Jensen K. S. H. 2005. Women Working in Science, Engineering and Technology, Higher Education and Industry: A Literature Review, IRIS (Informatics Research Institute), Salford University, Manchester.

Ministry of Social Affairs and Health 2017. The Government Report on Equality between Women and Men. Interim Report 2016. Reports and Memorandums of the Ministry of Social Affairs and Health 2017:11. Available at: <http://stm.fi/julkaisu?pubid=URN:ISBN:978-952-00-3861-8>; [04/04/2018].

Torre-Castro, M./Fröcklin, S./Börjesson, S./Okupnik, J./Jiddawi, N. 2017. Gender analysis for better coastal management – Increasing our understanding of social-ecological seascapes, in Marine Policy, Vol. 83. Pp. 62-74. Available at: <https://www.sciencedirect.com/science/article/pii/S0308597X16308259>; [18/03/2018].

Yellow Window, 2015. Online discussion on integrating gender equality in universities and research institutions. Background Note. Available at: http://eurogender.eige.europa.eu/system/files/web-discussions-files/online-discussion_background-note_integrating-gender-equality-in-universities-and-research-institutions_0.pdf; [28/03/2018].

Appendix



ROADMAP TO GENDER EQUALITY PLANS in research and higher education institutions

a short guide

According to the European Commission Communication on 'A Reinforced European Research Area Partnership for Excellence and Growth' (COM(2012) 392 final),

A Gender Equality Plan is defined as a set of actions aiming at:

- conducting impact assessment / audits of procedures and practices to identify gender bias.
- implementing innovative strategies to correct any bias.
- setting targets and monitoring progress via indicators.

A Gender Equality Plan is more than a commitment to gender equality. It includes an analysis and bases its actions upon the findings of an assessment of gender (in)equality and gender bias within an organisation. Similarly, a Gender Equality Plan does not only consist of a series of objectives and targets, but also comprises of a set of practical measures, whose implementation should be monitored and evaluated. This set of actions, which can have different targets and degrees of complexity, is meant to address the contextual features of the organisations and to articulate a strategic view aimed at achieving gender equality.



This short guide presents the six main steps to develop a Gender Equality Plan:

1.

Step 1: Getting started!

Are you ready for setting up a Gender Equality Plan In your organisation?

- **Remember that context matters:** rather than simply copying successful actions or approaches that others did, ask which actions would work best in your own institution, considering its objectives and relevant regional/national contexts.
- **Find support:** involve gender experts, potential allies at different levels within and outside the institution, and investigate possible funding opportunities for the gender equality work that needs to be undertaken.

2.

Step 2: Analysing and assessing the state-of-play in the institution

The assessment of the state-of-play of the Institution will provide insight on which measures need to be implemented. The comprehensiveness of this initial analysis will depend on the available resources. A standard approach would include:

- **Analysing sex-disaggregated data about staff and students.** Data broken down by sex is needed to detect any gender differences and to identify the most pressing areas requiring intervention. The first step is to check which data are readily available. If data do not yet exist in your organisation, efforts to collect such data need to be made. The second step is to carry out a gender analysis based on the collected data.
- **Identifying the existing measures promoting gender equality.** The implementation and results of existing measures (such as those to promote women's careers, to raise awareness about gender equality, or to enhance work-life balance) need to be critically assessed, together with those involved, seeking how their effectiveness can be enhanced.
- **Reviewing relevant legislation and policies in your country.** This allows for understanding where the organisation stands, the identification of any possible breaches and for providing the rationale to support gender equality actions. This knowledge can also support some of the measures within the Gender Equality Plan.

3.

Step 3: Setting up a Gender Equality Plan

The findings of the Initial analysis allow identifying the areas of intervention to be addressed in a Gender Equality Plan. Not all areas can however be tackled at the same time, and some may be more pressing than others. The priorities set out for an organisation will depend on the available resources.

A Gender Equality Plan needs to be holistic and integrated. This means that the identified areas of intervention are interdependent. The Gender Equality Plan needs to address a variety of issues relevant for the whole community and organisational system. The basic actions to be taken into consideration in the process of setting up a Gender Equality Plan include:

- **Get inspiration** from measures implemented by other organisations, but make sure to adapt these measures considering the specificities of your own context.
- **Define SMART objectives and measures** for your Gender Equality Plan (i.e. Specific, Measurable, Attainable, Realistic and Time-related).
- **Define the timeframe** of the Gender Equality Plan, **as well as a realistic timeline for its implementation**. Do not forget to establish specific monitoring periods to report on the progress achieved.
- **Promote the participation of actors of all levels** when defining measures and actions of the Gender Equality Plan. A participatory approach will help define meaningful measures to the actors involved and will enhance their willingness to implement the measures in the Gender Equality Plan.
- **Identify and utilise existing resources** when planning the measures. Building on existing resources has the advantage of promoting the institutionalisation of gender-sensitive and/or gender-specific procedures or activities.
- **Agree on clear staff responsibilities for each measure**. The Gender Equality Plan should clearly indicate 'who is responsible for what and when'.
- **Build alliances**. The measures in a Gender Equality Plan will not deliver or be achieved unless the Plan is supported by stakeholders at all levels. Take time to explain what the Gender Equality Plan implies for all targeted stakeholders. These efforts need to be continued throughout the implementation of the Gender Equality Plan.
- **Think about sustainability**. The resources to promote gender equality through institutional change are not unlimited and neither is the duration of your Gender Equality Plan. To ensure the sustainability of gender equality actions, it is important to embed practices in the normal routines, policies and procedures of the organisation.

4.

Step 4: Implementing a Gender Equality Plan

Having set up the Gender Equality Plan, it is time to start implementing it:

- **Put the measures of the Gender Equality Plan in motion** according to the defined timeline.
- **Try to embed and institutionalise as many measures/actions as possible** in order to ensure their sustainability.
- **Organise regular meetings** with the team responsible for the implementation of the Gender Equality Plan. These meetings are not only important to design and plan activities in a participatory way, but also to discuss the progress, main achievements and aspects that can be improved. The regular meetings will also help to identify any possible challenges or problems and act upon them.
- **Plan meetings with senior management and leadership, human resources staff, and/or other co-workers you consider relevant**. This will help create ownership of the Gender Equality Plan, motivate the staff involved, strengthen the potential of the Plan, and maximise the impact of the Plan's actions.
- **Continue engaging stakeholders** on an on-going basis and do not forget to keep in touch with stakeholders you engaged in a previous phase.
- **Give visibility to the Gender Equality Plan**. Inform your institution about the existence of the Gender Equality Plan. Use different channels and routes to communicate the Plan, its main areas of interventions, timeframe and achievements.
- **Be aware that adaptations to the Plan may be needed**. A Gender Equality Plan is not static or immutable. Several circumstances may require modifications or amendments to the Plan. Discuss with the implementation team and with senior management and leadership whether and how the Plan can be adapted.
- **Seek to understand why some measures are not being (fully) implemented** and make adjustments as needed. Keep up-to-date with innovative actions in other institutions.
- **Be prepared to face obstacles or resistances** when implementing some measures and act upon them.



Step 5: Monitoring progress and evaluating a Gender Equality Plan

Monitoring and evaluation instruments support effective actions and accountability. Establish indicators, targets and follow-up instruments, while also allocating resources, to assess actions and to enhance the knowledge about on-going implementation. Gender expertise (possibly external) may need to be considered in monitoring and evaluation processes, potentially along with other expertise on change dynamics or other specific issues tackled by the Gender Equality Plan.

Monitoring is crucial to:

- Enable seeing where and how actions are being implemented.
- Help identify and address potential sources of resistance to change.
- Indicate whether a transformative dynamic exists.

Indicators should be implementation-oriented, and adapted to the purposes of the action. Monitoring does not mean looking only at figures and data; other underlying, qualitative aspects also need to be considered.

Evaluation is key to sustainability and further enhancement because it:

- Provides evidence of actual changes or lack thereof.
- Highlights the positive dynamics and opportunities brought by gender mainstreaming strategies.
- Is an opportunity to enhance the support to gender equality policies.
- Paves the way for future, even more resolute actions, and offers a valuable knowledge for their design.

Transforming complex organisations, challenging processes, routines and power relations among staff takes time. Attention must be paid to short-term and mid-term milestones and potential achievements as well. A thorough, context-sensitive and mixed evaluation approach helps your strategy to make a substantial difference.

Examples of quantitative indicators

Quantitative indicators are relevant whenever they are adapted to the expected results of the planned actions. Quantitative indicators most often include:

- the number of female and male candidates for positions.
- the number of women and men in selection panels (for recruitment and promotion).
- horizontal sex segregation in respective categories of occupation.
- the number of male and female individuals targeted and reached by gender awareness-raising or planned training actions.
- gender ratios in accessing research grants (and other resources, e.g. laboratory spaces or personnel).
- the gender pay gap among different categories of staff, including researchers.

Examples of qualitative indicators

Qualitative indicators can contribute to a better understanding of the process of change. They may bring evidence of change and that gender equality and awareness are gaining ground. Qualitative indicators have also a stronger learning potential. They support self-reflexivity and may provide indications for a continuous enhancement of the implemented actions. The following dimensions can be considered when defining/assessing qualitative indicators:

- The uptake of the gender equality objectives set by the Gender Equality Plan by different categories of stakeholders.
- The actual transformation towards greater gender-sensitivity of both formal and informal practices as an effect of implemented actions, notably in the areas of human resources management, decision-making, evaluation and governance.



6.

Step 6. What comes after the Gender Equality Plan?

A Gender Equality Plan will conclude at some point in time. However, this is not 'the end' towards promoting gender equality. A new cycle should start. It is likely that the sustainability of some measures and procedures is already ensured, whereas others may still require further action, or new areas of attention may have been identified. This is the point where a decision needs to be made on how to continue the efforts undertaken so far and what any new Gender Equality Plan should address.



Want to know more?

Visit GEAR, EIGE's online tool about Gender Equality in Academia and Research:
www.eige.europa.eu/gender-mainstreaming/tools-methods/GEAR



ABOUT EIGE

The European Institute for Gender Equality (EIGE) is the EU knowledge centre on gender equality. EIGE supports policy-makers and all relevant institutions in their efforts to make equality between women and men a reality for all Europeans and beyond by providing them with specific expertise and comparable and reliable data on gender equality in Europe. More information: <http://www.eige.europa.eu>

The information gathered in this roadmap originates from a project focusing on the integration of gender equality into research and higher education institutions developed in cooperation with the European Commission, Directorate-General Research and Innovation. This project ran from July 2015 until October 2016. The legal and policy framework and other stimulatory initiatives promoting gender equality in research were mapped out in the 28 EU Member States. Based on national initiatives and projects funded by the EU Framework Programmes for Research and Technological Development, and in consultation with experts and stakeholders, an online tool was developed to assist research and higher education institutions in setting up, implementing, monitoring and evaluating gender equality plans. The most important tips of the step-by-step guide available in the online tool have been summarised in this roadmap.



© European Institute for Gender Equality 2016

Contact Information

Baltic Gender Coordination Office

GEOMAR Helmholtz Centre for Ocean Research Kiel
Marine Meteorology
Project manager: Dr. Başak Kısakürek Ibsen
Düsternbrooker Weg 20
D-24105 Kiel, Germany

E-mail: baltic-gender@geomar.de

Website: www.baltic-gender.eu

Twitter: @BalticGender

Legal Experts

Inkeri Tanhua, Finland

Prof. Eva Schömer, Sweden

Anne Haller, Estonia

Prof. Dalia Satkovskiene, Lithuania

Dr. Nina Steinweg, Germany